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Elementary English Language Arts Program in Transition.

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The Hawaii Department of Education initiated a Programming-Planning-Budgeting System in the English Language Arts to improve student skills in reading, speaking, listening, writing, and literature appreciation. Specialists in Language Arts and Speech Education planned a program that would begin in first grade and concentrate on three target areas--oral language, linguistically-based reading instruction, and literature. Oral language was chosen because of the view that competency in oral language should take precedence over other language skills. Considered as almost parallel in importance was a beginning reading program that emphasized reading as a decoding process and that used a linguistic reader series. For the third target area, the appreciation of literature, an elementary literature program modeled on the one developed by the Curriculum Center of the University of Nebraska was planned, using both core and supplementary books. A basal reader program was also instituted to supplement the literature program and to improve essential reading skills. Methods of providing communication about the new curriculum and in-service teacher training were developed. This transitional program will be in effect until the Hawaii Curriculum Center completes materials for state-wide use. (JM)

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HAWAII SCHOOLS

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ARBOR DAY TREE PLANTING . . .

All schools throughout the islands will participate in tree planting ceremonies for Arbor Day, Friday, November 5th. Arbor Day tree planting dates back to 1872 and began in Nebraska. That year more than a million trees were planted on the fertile but barren plains of Nebraska.

RESEARCHER TRAINING PROGRAM . . .

The U.S. Office of Education reports on a new program which recently graduated more than 300 students from advanced training. These students have joined the research community in an effort to overcome the nation's shortage of educational researchers.

LANGUAGE ARTS TRANSITION . . .

Mrs. Shizuko Ouchi, Program Specialist, Language Arts has written a very comprehensive article on "Elementary English Language Arts Program In Transition" which contains some astounding figures which will set one to thinking. The author outlines the transition in the Language Arts Program from beginning with the mandate of the 1966-67 Legislature to present day status.

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ELEMENTARY ENGLISH LANGUAG

BY SHIZUKO OUCHI

The figures are as accurate as is possible in a changing situation:

8,216 students in grades 1, 2, 3 will use

58,885 brand new books
242 Language Masters
530 Record Players
230 Listening Corners
199 Tape Recorders
530 Cassette Tapes

to learn how to read. At the same time, 18,780 other students in grades 1-6 will use 142,096 literature books in 624 classes to study literature in a planned and spiralling curriculum.

Staggering figures?

Certainly, for Hawaii. And the figures become even more staggering when the extent of teacher preparation for using these materials in special programs this fall is considered:

304 teachers on Hawaii, Maui and Kauai enrolled in the combined University course in literature and language;

487 teachers on Oahu enrolled in the literature course; 265 teachers on Oahu enrolled in the language course.

WHAT IT'S ALL ABOUT

For more years than most of us care to remember, the hue and cry from the parents, the Legislature, and the lay public has been "Do something about English!" What exactly does English, or language arts as it is commonly called, covers, has been a matter open to discussion; generally, however, it refers to (1) reading, (2) the study of literature, (3) the study of language, (4) speaking and (5) writing, with varying degrees of importance attached to each.

As surely and as rapidly as the DOE administration leadership has changed, so just as surely and rapidly did the urgency for change in English develop.

When the 1966-67 Legislature mandated the DOE to initiate a Programming-Planning-Budgeting System, some area consisting a substantial part of the education budget was needed to serve as a model and initiator, and the area selected was the English Language Arts.

Beginning the planning was not a gradual affair with ample time devoted to necessities. The program specialists in Language Arts and Speech Education, closely advised by a PPB team, were virtually catapulted into intensive, fast-moving plans, made and remade.

Where previously, plans had been made primarily in terms of objectives, new plans were made in terms of desired outcomes, these to be measurable wherever possible.

Very early in the planning stage, it became obvious that desired outcomes would certainly include the improvement of reading, speaking, listening, and writing skills and the development of understanding and appreciation of a body of writing accepted as quality literature, and that the place to start such an improvement program would be at the beginning, in the first years of a child's formal education.

THE SELECTION OF TARGET AREAS

1. *Oral Language*

The prevailing feeling is that competency in oral language should supersede all other accomplishments, with emphasis on developing language familiarity and mastery through patterned drills, imitation of models, listening to one's own oral language, and developing a discrimination for sounds and sentences.

The above emphases are particularly significant for those students in our culturally deprived areas and homes.

Of paramount importance were the identification and preparation of teachers who could provide the kinds of instruction needed. To facilitate this instruction, and to provide maximum opportunity for individualized work, a number of mechanical aids are being made availalbe in schools identified in the 89-10 program, such equipment to be handled by pupil as well as teacher.

2. *The Linguistic Reader*

Recognized as almost parallel in importance was learning to read, conducted in the beginning reading or initial reading program.

Hawaii elementary schools had by and large taught beginning reading via the basal reader up to this point. True, a few enterprising and resourceful schools had stretched their sights and their programs and embarked on varying methods of teaching beginning reading, these including Pitman's Initial Teaching Alphabet (i/t/a), the linguistic reader, and the Sullivan programmed materials.

The basal reader with its "look-say" method of reading had had its day, many thought. With the advent within the last few years of certain types of readers utilizing a code emphasis approach, supported by very recent research which tends to show that such materials do indeed teach the child to read earlier and better, it was decided that, since this method appeared to produce the desired outcome of raising *beginning* reading competency, a fairly large-scale use of books using a code emphasis approach, specifically the linguistic reader, be embarked upon.

A statement about a shift in thinking about learning to read might be apropos here. The view that *learning to read* is a process of decoding, of attaching focus primarily on sound-symbol relationships is replacing the widely accepted position that *learning to read* involves primarily a demonstration of proficiency synonymous with understanding or comprehension.

The linguistic reader does not constitute the entire reading program – *it is merely a beginning reading program* to be completed generally by the end of the third grade. As the child begins to master decoding, mastery of comprehension skills are begun.

Teachers in several schools have been using linguistic readers on a limited scale, and generally in remedial reading classes where they have reported marked success.

Because the linguistic reader handles consistent patterns and relationships which can take much of the guesswork out of reading, the program has been instituted in those schools where reading performance, as shown in the scattergram, has been fairly low, due probably to a number of reasons, and certainly not reflecting on the performance of the teacher. Specific schools were approved or selected by the District offices.

Within the school, the plan was to select two groups on each of the first three grades.

Four linguistic reader series, which were more linguistic than merely linguistic-oriented, were identified, and participating schools (hereafter known as "program schools" as apart from "pilot schools" used by the Hawaii Curriculum Center) were asked to select one series for adoption in the program classes.

Purchases for all books as well as certain supplementary teaching materials such as charts and kits made through the State Office amounted to over $75,000.

ARTS PROGRAM IN TRANSITION

The following are schools participating in the linguistic reader program. Those schools with asterisks are identified in addition for the oral language program:

Honolulu District

Aliiolani
*Fern
Kahala
*Kaiulani
*Kalihi-Waena
*Kauluwela
Kuhio
*Linapuni
Lincoln
Lunalilo
*Royal

Central District

*Aiea
*Halawa
*Haleiwa
Helemano
Iliahi
Kipapa
Kunia
*Waialua

Leeward District

*Ahrens
Ewa
Iroquois Point
*Maili
*Makaha
*Nanaikapono
*Waianae
Waipahu

Windward District

*Hauula
*Heeia
*Kaaawa
*Kahaluu
*Kahuku
*Laie
*Parker
*Waiahole
*Waimanalo

Hawaii District

Kalanianaole
Keakealani
Kona-Waena
Waiakea-Waena

Maui District

*Haiku
*Hana
*Kihei
*Kula
*Makawao
*Paia
*Puunene

Kauai District

*Eleele
*Hanalei
*Kalaheo
*Kekaha
*Kilauea
*Koloa
*Waimea
*Wilcox

3. *Literature*

If we accept the prevailing notion that the study of literature consists of an examination and understanding of what constitutes the craft of quality writing and its attendant implications of form and style which make for enjoyment and appreciation, then we must admit that a literature program for the elementary schools of Hawaii has been (1) nonexistent or (2) spotty, developed in limited schools, again as in the case of code emphasis readers, by professionally energetic faculties.

Among the many reasons for the current emphasis on literature in the elementary school is the wealth of superior children's books written in the last few years. The favorites remain good literature; new favorites have quickly developed. Newberry and Caldecott winners have easily found ranking places among children's favorites, and with good reason.

While the lack of a planned literature program has been a marked weakness in the State's program, locating one which would meet our current needs was not a problem. There are few adequately planned elementary literature programs in the country now; the one developed at the Curriculum Center of the University of Nebraska is generally recognized as being a substantial one. The program identifies literature as a composite of many genres developed spirally. Genres are broad enough to allow for inclusion of favorites, old and new. The comforting aspect is the placing of favorites in the early grades, favorites which are completely familiar to teacher and pupil.

While no two teachers can agree wholly on titles to be included in a quality literature program, or even the grade level to which they should be assigned, the titles in the Nebraska program generally have wide appeal and interest. Certain specific titles which deal with their own local folklore have been deleted, and in their place have been purchased appropriate Hawaiian literature.

Purchases here were also made from the State Office, with inestimable assistance from various departments in the Office of Library Services. As certain titles or editions were found to be unavailable, substitutes were selected.

Purchases consist of two types – core books and supplementary books. Core books are those used for common reading by all students in the group; supplementary books are those to be selected for individual and independent reading. In the first three grades, before pupils have mastered reading skills to make reading a pleasure, much of the literature program is an oral one with the teacher reading daily to her pupils. Easy-to-read and easy-to-hold books with maximum child-appeal illustrations are available; teachers have been encouraged to let children handle the books to begin early sensing the delight of holding a book, turning its pages, and sharing it at home. Core books in grades 1-3 are generally limited to one per class, for teacher use.

In the upper elementary grades, where pupils have gained facility in basic reading skills, core books are provided for each pupil.

Approximately $285,000 was expended for the literature program.

Participating schools are listed below. Again, it should be pointed out that the original request was to identify two groups per grade level, thus involving only part of the school in the program.

Honolulu District

Aina Haina
Hahaione
Kahala
Maemae
Manoa
Noelani
Nuuanu
Wailupe
Wilson

Central District

Hale Kula
Hickam
Kaala
Moanalua
Mokulele
Pearl Harbor Kai
Scott
Wahiawa Elementary
Webling
Wheeler

Leeward District

Barber's Point
Ewa Beach
Honowai
Iroquois Point
Palisades
Pearl City
Pearl City Highlands
Pearl City Kai
Pohakea
Waipahu Elementary

Hawaii District

De Silva
Hilo Union
Honaunau
Keakealani
Kohala Elementary
Kona Elementary
Waiakea-Waena

Maui District

Wailuku

Kauai District

Wilcox

Windward District

1. Aikahi
2. Enchanted Lake
3. Kailua Elementary
4. Kainalu
5. Kaneohe
6. Kapunahala
7. Keolu
8. Lanikai
9. Maunawili
10. Mokapu
11. Pope

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LANGUAGE ARTS TRANSITION (continued)

THE LITERATURE PROGRAM AND THE BASAL READER PROGRAM

Contrary to the understanding of some people, the literature program does not make the basal reader program obsolete.

As soon as the pupil completes his beginning reader program so that he can decode symbols with ease and read with understanding, he can move into the literature program where he does his own reading. However, there are certain basic reading skills including word attack skills which are taught most efficiently and economically through the basal reader. The basal reader program therefore becomes a supporting program to the literature program, and continues to be so throughout as the developmental reading program as needs for reading skills change.

We need, however, to evaluate carefully our current preoccupation with the basal reader and the time it commands in the total language arts program. Not all reading skills can be developed in the reading class, many,, including spelling and vocabulary can be learned only in the context of the subject area.

THE INFORMATION VINE

After PPB plans in English Language Arts were fairly well determined, a means of direct communication became necessary. This was achieved in two ways:

1. The three-day Superintendent's Seminars which provided time to distribute and explain the 3 documents prepared by the PPB team. These documents presented the English Language Arts plan.
2. A follow-up meeting with principals of program schools, program specialists, and Director of Elementary Education was held in each district. The intent of these meetings was to provide further and more specific information.

THE TRANSITION PROGRAM AND HCC

The above represents the Language Arts program in transition until such time in 1967 when the Hawaii Curriculum Center will have completed materials for state-wide use. Current plans call for an expansion of the linguistic reader program next year. The concept of teaching reading in the content areas, particularly science, social studies,aand literature will be considerably expanded.

Because HCC is now in the trial phase of developing and validating materials, schools are not expected to be involved in using their pilot materials at this time.

A draft of their design is now being revised. It is an aggressive design which shows great possibilities, and one which will test the five-year teacher retraining program embarked on this summer.

IN-SERVICE PREPARATION PROGRAM

When the idea of a transitional program became a reality, paramount importance was given the training of teachers already in service. Teachers generally get training in one of two ways:

1. training through teaching the new program,
2. training in advance of teaching the new program.

For such a large scale program, it became apparent very early that a planned training program *before* classroom implementation was absolutely necessary. To this end, an immediate summer training program was effected, consisting of:

1. University courses in literature and language to provide theoretical background;
2. DOE workshops to translate the theory into teachable classroom practices.

The target population for these classes, both University and DOE, was limited to teachers who would be participating in the transitional program in September. Although this was made clear, registration applications showed countless teachers who were interested in the program and who wanted to participate in the summer program.

Applications therefore received careful screening in the District offices by specialists who were familiar with projected program needs as well as the competencies or their own teachers. The ceiling of 50 placed on workshop size was intended to keep workshop size down for purposes of maximum consultant-teacher contact and teacher participation.

Final enrollment in the workshop follows:

Districts	*Literature*	*Linguistic Readers*	*Oral Language*	*Reading in Content Areas*
Honolulu	168	82	54	3
Central	136	57	71	
Windward	115	58	58	26
Leeward	97	39	45	30
Hawaii (excludes Kona)	60	29	21	15
Maui	14	39	33	25
Kauai	24	53	50	21
Total	614	348	332	127

Of the 3,026 teachers in the State in Grades 1-6 (1967-68 data), therefore, approximately 20% of the teachers availed themselves of the opportunity to get this training in literature; 22% in the linguistic reader and oral language program in Grades 1-3.

The leadership group consisted of:

	Literature	*Linguistic Readers*	*Oral Language*	*Reading in Content Areas*
Consultants:				
Mainland	6	2	4	3
Hawaii	3	2	0	0
Total	9	4	4	3
Local resource teachers	8	4	4	3
Coordinators	27	14	15	10

There is every reason to feel that, in spite of the "long, hot summer," teachers are going into their respective programs with a highly developed sense of program objectives, needs, and outcomes.